



RELATIONSHIP BETWEEN EMOTIONAL Maturity AND MENTAL HEALTH OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The researcher conducted a study to find out the relationship between Emotional maturity and Mental health of higher secondary students. A sample of 200 XI standard students were selected from six higher secondary schools in Melmalaiyanur block of Viluppuram district in Tamil Nadu using random sampling technique. The data were collected using survey method for the study. Emotional maturity scale standardized by Dr.Yashvir Singh and Dr.Mahesh Bhargava (2012) and Mental health scale Standardized by Peter Becker (1989) were administered to collect the data. Percentage analysis, Mean, SD, 't' test and Pearson product moment correlation coefficient were the techniques used to analyze the data. The findings of the study revealed that 8.5% higher secondary students only had high level emotional maturity and 10.0% students had high level mental health. Regarding emotional maturity mean score of girls was higher than boys but there was no significant difference in terms of locality of students. No significant difference was found between mental health of students in terms of gender and locality of school. There was a significant correlation between emotional maturity and mental health of higher secondary students. Hence counselors and teachers should adopt intelligent strategies to create supportive and favorable educational climate for the students to develop emotional maturity and mental health to cope up with stress and face challenges in all the sphere of life.

KEY WORDS: Emotional maturity ,Mental health,Higher secondary students.

INTRODUCTION:

In the present era of modernization and globalization Emotional maturity is very much essential for the students to realize his/her potentialities and capabilities to face the challenges in life. According to Jersild (1963), emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others. Emotional maturity is attained by the adults through various experiences in life. But the students of present generation face many problems such as anxiety, tension, and frustration due to the lack of some characters like emotional adjustment, self-realization, patience, honesty and responsibility. Jasbir (2000) studied emotional maturity in relation to environment factors and found significant relationship between emotional maturity and school, home and psychological environment.

Students receiving emotional problems from parents, teachers, peer group, friends and society as a whole affect their mental health as well as physical health which in turn change their behavior. Lakshmi, and Krishnamurthy, (2011) reported that the majority of higher secondary students in Coimbatore district emotionally unstable condition. Students with good mental health can cope up with stress and emotions adjust well with himself and others in the society. This quality of life is manifested in the behavior of an individual whose body and mind are working together in the same direction. Hence students should be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions. So, that they can work harmoniously at an optimum level of functioning. The main purpose of the study is to find out the relationship between emotional maturity and mental health of higher secondary students.

NEED AND SIGNIFICANCE OF THIS STUDY:

Emotional maturity makes the individual to be successful in their life. The adjustment of an individual is the outcome of the interaction between the individual needs and environment forces. When the environmental forces are helpful, pleasant and desirable the needs are spontaneously met with satisfaction and result in reactions characterising emotional stability. The reactions eventually, result in such positive adjustment traits as hope, courage, confidence etc. On the other hand, the hindrance of the need expression by environmental forces would result in reactions of emotional instability, reactions such as ambivalence, anxiety and fear can be classified into classes of emotional reactions. Emotionally mature person can manage their feelings well and deal effectively with other people and adjust with himself as well as others. Emotional instability causes mental illness which in turn spoil the life of students.

Review of related studies indicated that 10 to 20 % of student population is suffering from psychological problems, Stress, Anxiety, Depression and mental illness etc. School students frequently have more complex problems today than the past. Understanding. Students' mental health and its determinants are extremely essential in order to establish a satisfactory relationship with themselves and the general public. Geeta S., Vijaylaxmi A. (2006) conducted a study on impact of emotional maturity on stress and self-confidence of adolescents and found that

adolescents with high emotional maturity have significantly higher self-confidence than those with lower emotional maturity. The review of related studies revealed that there is a close relationship between emotional maturity and mental health of students. So the researcher felt the need of conducting a study to find out the relationship between emotional maturity and mental health of higher secondary students.

OBJECTIVES:

1. To find out the level of emotional maturity among higher secondary students in terms of gender and locality of students.
2. To find out the level of mental health among higher secondary students in terms of gender and locality of students.
3. To find out whether there is any significant difference between the emotional maturity of higher secondary students in terms of gender and locality of students.
4. To find out whether there is any significant difference between the mental health of higher secondary students in terms of gender and locality of students.
5. To find out whether there is any significant correlation between emotional maturity and mental health of higher secondary students.

NULL HYPOTHESES:

1. There is no significant difference between the emotional maturity of higher secondary students in terms of gender and locality of students.
2. There is no significant difference between the mental health of higher secondary students in terms of gender and locality of students.
3. There is no significant correlation between emotional maturity and mental health of higher secondary students.

Method:

Survey method was adopted for the study.

Sample:

A sample of 200 higher secondary students were selected from five higher secondary schools from rural and urban background in Melmalaiyanur block of Viluppuram district in Tamil Nadu using random sampling technique.

Tools:

1. Emotional maturity scale standardized by Dr.Yashvir Singh and Dr.Mahesh Bhargava (2012) consisted of 48 statements was used to measure the emotional maturity of higher secondary students.
2. Mental health scale Standardized by Peter Becker (1989) consisted of 20

statements was used to measure the level of mental health of higher secondary students.

Statistical Techniques:

Percentage analysis, Mean, SD, 't' test and Pearson product moment correlation coefficient were used as statistical techniques for data analysis.

Emotional maturity of higher secondary students

- To find out the level of emotional maturity of higher secondary students in terms of gender and locality of students.

The level of emotional maturity of higher secondary students in terms of overall sample is moderate in terms of gender and locality of students.

30.8% boys and 16.4% girls students have low level, 62.8 boys % and 73.8% girls students have moderate level and 6.4% boys and 9.8% girls students have high level emotional maturity.

21.7% rural and 25.0% urban students have low level, 70.0% rural and 65.0% urban students have moderate level and 8.3% rural and 10.0% urban students have high level emotional maturity.

Total emotional maturity of higher secondary students in terms of overall sample is moderate. 22.0% students have low level, 69.5% have moderate level and 8.5% have high level emotional maturity.

Testing of Hypotheses:

H_0 : There is no significant difference between emotional maturity of higher secondary students in terms of gender and locality of students.

Table 4.1: Difference between emotional maturity of higher secondary students in terms of gender and locality of students.

Variables		N	Mean	SD	Calculated 't' value	Remarks
Gender	Boys	78	179.10	21.853	2.573	S
	Girls	122	187.35	22.520		
Locality	Rural	180	184.31	21.772	0.252	NS
	Urban	20	182.60	29.445		

(At 5% level of significance, the table value of 't' is 1.96, df 198. S – Significant, NS-Not Significant)

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) for df 198, at 5% level of significance with regard to gender.. Hence null hypothesis is rejected and concluded that there is a significant difference between boys and girls students in emotional maturity.

Regarding locality of students, the calculated 't' value is lesser than the table value (1.96) for df 198, at 5% level of significance. Hence null hypothesis is

accepted with respect to locality of students and concluded that there is no significant difference between rural and urban higher secondary students in emotional maturity

Mental health among higher secondary students

- To find out the level of mental health among higher secondary students in terms of gender and locality of students.

The level of mental health of higher secondary students in terms of gender and locality of students is moderate. 21.8% boys and 12.3% girls students have low level, 66.7% boys and 78.7% girls students have moderate level mental health and 11.5% of boys and 9.0% girls students have high level mental health. 16.7% rural and 10.0% urban students have low level, 73.9% rural and 75.0% urban students have moderate level and 9.4% of rural and 15.0% of urban students have high level mental health.

Total mental health of higher secondary students in terms of overall sample is moderate.

16.0% students have low level, 74.0% students have moderate level and 10.0% students have high level mental health

Testing of Hypothesis:

H_{02} : There is no significant difference between the mental health of higher secondary students in terms of gender and locality of students.

Table 4.2: Difference between mental health of higher secondary students in terms of gender and locality of students.

Variables		N	Mean	SD	Calculated 't' value	Remarks
Gender	Boys	78	55.51	8.047	0.910	NS
	Girls	122	56.53	7.218		
Locality	Rural	180	56.02	7.671	0.767	NS
	Urban	20	57.20	6.412		

(At 5% level of significance, the table value of 't' is 1.96, df 198, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is lesser than the table value (1.96) for df 198, at 5% level of significance. Hence null hypothesis is accepted and concluded that there is no significant difference between mental health of higher secondary students with regard to gender and locality of students.

Correlation between emotional maturity and mental health of higher secondary students.

H_{03} : There is no significant correlation between emotional maturity and mental health of higher secondary students.

Table 4.3: Relationship between emotional maturity and mental health of higher secondary students

N	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated " Value	Table Value	Remarks at 5% level
200	36827	11227	1356227929	126045529	413456729	0.167	0.087	S

Table value (0.087) for df 198, at 5% level of significance.

It is inferred from the above table that the calculated " value is greater than the table value (0.087) for df 198, at 5% level of significance. Hence null hypothesis is rejected and confirmed that there is a significant relationship between emotional maturity and mental health of higher secondary school students.

FINDINGS:

- Level of emotional maturity of higher secondary students in terms of overall sample was moderate in terms of gender and locality of students.
- 30.8% boys and 16.4% girls students had low level, 62.8 boys % and 73.8% girls students had moderate level and 6.4% boys and 9.8% girls students had high level emotional maturity.
- 21.7% rural and 25.0% urban students had low level, 70.0% rural and 65.0% urban students had moderate level and 8.3% rural and 10.0% urban students had high level emotional maturity.
- Total emotional maturity of higher secondary students in terms of overall sample was moderate. 22.0% students had low level, 69.5% had moderate level and 8.5% had high level emotional maturity.

- There was a significant difference between male and female higher secondary school students with regard to emotional maturity. Mean score of girls (187.35) was greater than the mean score of boys (179.10).
- There was no significant difference between rural and urban higher secondary school students with regard to emotional maturity.
- Level of mental health of higher secondary students in terms of gender and locality of students was moderate.
- 21.8% boys and 12.3% girls students had low level, 66.7% boys and 78.7% girls students had moderate level mental health and 11.5% of boys and 9.0% girls students had high level mental health.
- 16.7% rural and 10.0% urban students had low level, 73.9% rural and 75.0% urban students had moderate level and 9.4% of rural and 15.0% of urban students had high level mental health.
- Total mental health of higher secondary students in terms of overall sample was moderate.

- 16.0% students had low level, 74.0% students had moderate level and 10.0% students had high level mental health.
- There was no significant difference between mental health of higher secondary students in terms of gender and locality of students.
- There was a significant relationship between emotional maturity and mental health of higher secondary school students

CONCLUSION:

The findings of the study revealed that 8.5% higher secondary students only had high level emotional maturity and 10.0% students had high level mental health. Emotional maturity of girls was more than that of boys. The findings also indicated that there was a significant relationship between emotional maturity and mental health of higher secondary students. To lead a healthy life students should be trained to maintain emotional stability to enhance their mental health. Students spend more hours in school environment and need their teachers' guidance and counseling to solve all their problems. Hence counselors and teachers should adopt intelligent strategies to create supportive and favorable educational climate for the students to develop emotional maturity and mental health to cope up with stress and face challenges in all the sphere of life.

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